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“Becoming a Spacewalker: My Journey to the Stars”
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Theme A: Day 7 Plan

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THEME A

DAY SEVEN SHARED READING PLAN of *TRY, TRY AGAIN*

BECOMING A SPACEWALKER: MY JOURNEY TO THE STARS BY ASTRONAUT JERRY L. ROSS

TEACHING CONTEXT: Shared reading/thinking, whole class or small group

LANGUAGE ARTS FOCUS: oral reading fluency/expression, comprehension, vocabulary

MATERIALS NEEDED FOR LANGUAGE ARTS: book or *Try, Try Again* story, copy of map and timeline, personal word walls, overhead or document reader or some other means to project text

Day Seven: *Try, Try Again* (p. 22)

Purpose of day seven language arts:

- Reintroduce *Try, Try Again*, activate prior knowledge, make connections both personal and textual
- Reintroduce map and timeline as sources of information
- Support children's extension of text meaning by sharing the reading and thinking
- Model fluent, phrased, and expressive reading with attention to phrasing and the use of punctuation in oral reading
- Model strategies for comprehension and word-solving with attention to sophisticated language and content vocabulary while rereading
- Model adding new vocabulary to personal word wall
- Model making inferences about character's feelings based on actions and experience of the characters using evidence in the text

Before Reading

Possible teacher talk in blue.

- Attention-getter: Refer to day seven of the MISSION SCHEDULE. Briefly explain what will happen on day seven. Today we will be adding seven new words to our word walls: spacewalk, astronaut, engineer, space station, habitable, structure, colossal.
- Provide story introduction: In *Try, Try Again*, Jerry is now an adult. While he was a flight test engineer at Edwards Air Force Base, he applied for the first class of Shuttle astronauts. Let's look at the table of contents, map, and timeline to find out where Jerry has been and what he accomplished since he blasted off rockets in his backyard.

Activate prior knowledge/make connections using map and timeline:

- Map: Track Jerry's journey from Crown Point, to Purdue, to Wright Patterson Air Force Base, to Edwards Air Force Base in California.
- Timeline: Let's use the timeline to summarize Jerry's journey. Find the place on the timeline where he began experimenting with model rockets. What else did Jerry accomplish in 1960 in that box? Now track right across the timeline. What happened next in Jerry's life? Now, find the box where he transferred to Johnson Space Center in

Texas from Edwards Air Force Base. What was happening during that same time period in space history?

- **Focus on vocabulary:** There is a new word in the next to the last paragraph of this story that we will add to our word wall. That word is "colossal." What do you think this word might mean?
- **Set a purpose for reading:** In this story, Jerry experienced lots of ups and downs . . . some joy-filled moments and some major disappointments and worries. Do you remember what happened? But the writer doesn't tell us how to feel. As readers, we have to infer how Jerry feels by what he says or does. Let's read to find the words or phrases that help us know how he felt.

During Reading

- I'm going to read this story. We will all share in thinking about Jerry's thoughts and feelings.
- For example, in the first two sentences, Jerry suffers a major disappointment. Which words help you know how he felt? (Read the first two sentences.) Yes, the "end of my dream." How would you feel if you thought your dream was ending?
- Read the rest of the paragraph. How do you know how Jerry felt about the Air Force sending him to Johnson Space Center? Which words tell you that?
- Read paragraphs two and three. So, Jerry reached his goal of becoming an engineer in the space program. Was he content with reaching this goal? Which words tell you that he wanted to reach further? ("But, I still longed to fly in space.") What does it mean to "long" to do something? What word tells you that he was a bit nervous about applying again? What does it mean to be "anxious?"
- Read paragraphs four and five. How do we know Jerry was looking forward to getting a phone call? How do we know he was excited to hear that he had been selected? What happened next? He wanted to be a spacewalking astronaut. But what was the big problem? What did the instructor say? Let's say it together. How could you make your voice sound like an instructor who has to give him bad news?
- Read paragraph six. How do we know that Jerry was preparing for another disappointment? But then what happened? Do you think he was excited?

- Read the final two paragraphs. *How do we know that Jerry was excited to finally prepare to go into space?* (The last sentence, bolded word “finally,” photo, and caption are cues to the reader.)
- So, now what do you think the word colossal means? It means extraordinarily great in size or degree.

After Reading

- So why do you think this story was titled *Try, Try Again*?

After Reading Language Arts Multilevel Activity

- Add the seven new words to your word walls.

LET’S CHECK OUR MISSION SCHEDULE TO SEE WHAT WE WILL BE DOING TOMORROW.

Note to teachers: Consider prompting children to begin thinking about the subject of their final project. See day ten for a list of possible ideas.